

Social and Healthcare Educational Area

Year 1-2

Content	
1.	<p>Safety</p> <p>The influence of the environment on the choice of safe behavior. Sources of help in dangerous situations. Possible threats from people, rules of conduct. Possible dangerous situations at school. Safe behavior in the school yard. Rules of pedestrian traffic. Safe behavior on excursions, in nature. Safe places for games and entertainment. Signs of suspicious objects, forgotten things, explosive devices and weapons, where to go in situations related to them. Rules of safe behavior at home. Possible dangerous situations (with household appliances, household chemicals, etc.). Providing first aid for simple injuries.</p>
2.	<p>Health</p> <p>Emotions, their changes in different situations and the impact on the body. Cheerfulness and health. The human body and changes in it. Birth and development of a living being. Individual features of its growth and development. Personal Care. Day mode. Exercise and health. Fatigue and ways to remove it. Active and passive rest. Nutrition and health. Food (useful, useless, harmful). Well-being. Infectious and non-infectious diseases. Prevention of infectious diseases. Improper use / use of substances (household chemicals, medicines, etc.). Respect for yourself and other people. Communication. Rules of communication. Ability to make friends. Relationships with children of the same and other sexes. Pressure, disrespect, humiliation and opposition to them. Danger and harm to health from aggressive behavior. Healthy behavior and good habits, their impact on health. Family health care. Folk traditions, family holidays and health.</p>
3.	<p>Welfare</p>

Human needs (moderate and excessive). Moderation in consumption.
Money, material values, pocket money.
Expectations, needs and economic realities of your family.
Choice of clothes and healthy products.
Signs, symbols, warnings on food and industrial products.
The influence of advertising on product choice.
Thrifty use of natural resources.
Traits of an enterprising person.
Creating value.
Cooperation in the game, learning and life situations.
Weekend planning.
Ability to learn. The importance of self-study at school.
Student's daily routine.
The student's workplace and its ordering.
Steps to perform educational, gaming and research tasks.
Training and rest.
Signs of ethical behavior. Situations when other people need help. The importance of good deeds for a person.

Compulsory learning outcomes

Student:

- knows where and how to seek help; describes examples of such activities;
- recognizes healthy ethical behavior (integrity, justice, honesty, responsibility, courage, devotion) and follows it;
- recognizes and describes dangers at home, at school and in the world around;
- explains that every action (decision) has consequences;
- decides how to act in everyday situations without endangering life and health;
- explains what safety at home, school and the world depends on;
- identifies healthy and harmful habits;
- notes changes in their own body and accepts them;
- determines the positive and negative impact on the choice of healthy and safe behavior;
- recognizes what brings pleasure and benefit;
- listens carefully, asks about the needs of others and talks so as not to offend others;
- performs various roles in a group, explains the value of teamwork.